

**Firenze, 18 Gennaio 2008  
Evaluation Session**

**LIFELONG GUIDANCE IN RELATION TO  
INTERCULTURAL DIALOGUE AND SOCIAL INCLUSION -  
A CEDEFOP PERSPECTIVE**

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## CEDEFOP

**Cedefop works to promote a European area of lifelong learning throughout an enlarged EU. It does this by providing information on and analyses of vocational education and training systems, policies, research and practice. Cedefop's tasks are to**

- **compile selected documentation and analyses of data**
- **contribute to developing and coordinating research**
- **exploit and disseminate information**
- **encourage joint approaches to vocational education and training problems**
- **provide a forum for debate and exchanges of ideas**

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## **CEDEFOP THEMATIC STUDIES 2008-2009 (1/3)**

### **THEME 1. Qualifications routes and competences for guidance counsellors**

- **AIMS OF THE STUDY at the European level are to**
  - a) **REVIEW** initial, in-service and continuous training provision
  - b) **EXPLORE** knowledge, competences and skills needed for professional guidance delivery
  - c) **DESIGN** a competence-based framework
  
- **Multicultural guidance and counselling competences will be required to a greater extent to cater for the needs of immigrants, ethnic minorities, etc. -> GUIDANCE COUNSELLORS HAVE A KEY ROLE IN INTERCULTURAL DIALOGUE AND SOCIAL INCLUSION**

## CEDEFOP THEMATIC STUDIES 2008-2009 (2/3)

### THEME 2. National guidance fora and other policy coordination mechanisms

- **AIMS OF THE STUDY at the European level are to**
  - a) **IDENTIFY AND ANALYSE** structures and initiatives supporting guidance policy and system development through cross-sectoral and inter-institutional cooperation
  - b) **PRESENT** such structures, initiatives and good practices
  - c) **CREATE** key messages for policymakers and practitioners
  
- **Enhanced cooperation in guidance service development as well as improved guidance delivery structures will support risk groups' (immigrants, etc.) social inclusion through their higher participation rates in education, training and working life.**

## CEDEFOP THEMATIC STUDIES 2008-2009 (3/3)

### **THEME 3. Evidence-based policy-making in guidance – Increasing the voice of young adults in developing education-to-work transitions**

- **AIMS OF THE STUDY at the European level are to**
  - a) IDENTIFY AND ANALYSE strategies, practices and critical success factors in relation to young people's education-to-work transitions**
  - b) HIGHLIGHT these strategies, practices and critical success factors to help guidance organisations improve their performance**
- **Education-to-work transitions are quite challenging for immigrants and ethnic minorities as well as other risk groups (*early school-leavers, disabled people, people with learning difficulties, etc.*) -> IMPROVING GUIDANCE SERVICE DELIVERY WILL SMOOTHEN THE LABOUR MARKET ENTRY FOR THESE GROUPS**